

Student Name: _____

Date: _____

Rubric for Written Work “Sitting in for Liberty”

Lesson Name: <i>Sitting in For Liberty</i>		Student Name:		Score:	
Essential Questions	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)	0
What did the Liberty Bell represent to activists in the Civil Rights movement?	Student clearly and accurately conveys three aspects of what the Liberty Bell represented to activists in the Civil Rights movement.	Student clearly and accurately conveys two aspects of what the Liberty Bell represented to activists in the Civil Rights movement.	Student clearly and accurately conveys one aspect of what the Liberty Bell represented to activists in the Civil Rights movement.	Students' presentation of the Liberty Bell lacks clarity, accuracy, or completeness.	Student does not meet requirement of assignment.
On what other groups' experiences with the Liberty Bell as a symbol did Civil Rights activists draw?	Student presents at least two strong examples of uses of the Liberty Bell as a symbol prior to the Civil Rights era.	Student presents at least one strong example of a use of the Liberty Bell as a symbol prior to the Civil Rights era.	Students' presentation of the prior uses of the Liberty Bell is lacks accuracy, completeness, or clarity.	Students' presentation of the prior uses of the Liberty Bell is inaccurate, incomplete and/or unclear.	Student does not meet requirement of the assignment.
Was the Liberty Bell successful in helping the Civil Rights activists meet their goals?	Student demonstrates detailed knowledge of the chronology of the March, 1965 sit-in.	Student demonstrates satisfactory knowledge of the chronology of the March, 1965 sit-in.	Student demonstrates superficial knowledge of the chronology of the March, 1965 sit-in.	Student knowledge of the chronology of the March, 1965 sit-in is flawed or incomplete.	Student does not meet requirement of the assignment.
Why is Selma, Alabama considered a major event in the history of the Civil Rights Movement?	Student demonstrates detailed knowledge of the Selma voting rights protests in March, 1965.	Student demonstrates satisfactory knowledge of the Selma voting rights protests in March, 1965.	Student demonstrates superficial knowledge of the Selma Voting Rights protests in March, 1965.	Student knowledge of the Selma Voting Rights protests in March, 1965 is flawed or incomplete.	Student does not meet requirement of the assignment.
Why and how do individuals decide to take action to seek liberty for themselves or others?	Student successfully develops a fully-realized character with a unique voice, a distinct biography, and a clearly explained path toward activism.	Student attempts to develop a character with a unique voice, a distinct biography, and a clearly explained path toward activism.	Student develops a character with aspects of voice, biography and/or path toward activism.	Students' character lacks voice, biography, and/or path toward activism.	Student does not meet requirement of the assignment.
Score					